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ABSTRACT

Society needs citizens who best utilize their talents, who make informed career choices, and who contribute to the social and economic development of their country. The Canadian organization, Creation and Mobilization of Counselling Resources for Youth (Camcry) partnership, helps young Canadians achieve meaningful careers and helps practicing counselors gain additional skills in career guidance and counseling. The Camcry initiatives demonstrate that career counseling is effective in the individual's personal, educational, social, and career development. This booklet details the status and needs of career counseling in Canada's rapidly changing labor market, and outlines four strategies proposed to address career needs: (1) existing career guidance and counseling services must become more available and more adequate; (2) continuing education and additional training must be made available to counselors; (3) a career development culture must be fostered so as to promote self-sufficiency and to help people cultivate their talents and opportunities; and (4) career counseling must have ongoing research and development of methods to promote the attainment of human potential. These initiatives should foster increased productivity and less reliance on income support and other forms of assistance. Included is a descriptive list of Camcry career development interventions. (RJM)

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Ready For Change

Career Counselling and Development in the 90s

A Discussion Paper



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Canadian Guidance and Counselling Foundation

The Canadian Guidance and Counselling Foundation is dedicated to advancing counselling and guidance to help Canadians achieve their full potential. In doing this the Foundation:

Supports innovative research and development in counselling and guidance,

Establishes linkages and partnerships with and between schools, universities, colleges, social agencies, government departments, foundations, and companies for the purposes of sharing expertise and formulating strategies for cooperative efforts in improving guidance and counselling services,

Prepares, publishes and disseminates information relating to counselling and guidance to the general public, counselling professionals, human resource development policy makers, and managers of counselling services,

Provides for the continuing professional development of counselling and guidance practitioners,

Facilitates the economic and social growth of Canada through promoting the full delivery of counselling and guidance services to all Canadians who want and need such services to enable them to be successful, productive and contributing citizens.

The Canadian Guidance and Counselling Foundation manages the \$17,000,000 Creation and Mobilization of Counselling Resources For Youth (CAMCRY) program of research and development to improve the extent and quality of career counselling in Canada. The Foundation is grateful to Employment and Immigration Canada for providing almost one half of these funds. The Foundation was created in 1979 as a charitable foundation (registration number 0574251-11-10).

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Ready For Change

Career Development and Counselling in the 90s

A Discussion Paper

Canadian Guidance and Counselling Foundation

January, 1993

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Executive Summary

There is no area in the lives of most Canadians, other than the choice of a life partner, which affects us as much as the choices made or not made in education, training and career. At one time, it was perhaps possible to leave these to the individual as the sources of workers were plentiful and the economy was buoyant. This is no longer the reality. Society needs citizens who make the best use of their talents, make career choices which keep them motivated and productive and which help the social and economic development of the country.

Since 1989, the Canadian Guidance and Counselling Foundation has lead the Creation and Mobilization of Counselling Resources for Youth (Camcry) partnership. The objectives of Camcry are to invent methods to: assist young Canadians to achieve meaningful careers; and assist practising counsellors to gain additional skills in career guidance and counselling. The Camcry partnership comprises 19 colleges and universities, many school boards and social agencies, associations of counsellors, provincial and federal departments, and other partners.

The Camcry initiatives are demonstrating that career counselling is effective in the individual's personal, educational, social and career development. Career counselling assists people to develop: a positive sense of themselves and their career futures; understand their own talents; develop occupational goals; motivation to achieve them; and, acquire coping skills in the face of adversity. These outcomes result in people taking themselves, their futures, and their continuing education more seriously and more positively, and thereby moving to meaningful and lasting employment, less dependent on social assistance. **Career counselling contributes to the prosperity of the individual and of Canada.**

The link between career guidance and counselling and social and economic development is gaining more and more recognition. The Canadian Labour Market and Productivity Centre reports that career counselling is essential to labour market adjustment; the Canadian Prosperity Initiative is promoting a life-long learning culture, a key component of which must be career development as the reason to learn. The Camcry products assists people in their career development. Given the current labour market where on-going career decisions are so important to both the individual and the prosperity of the country, it is opportune to make maximum use of the potential offered by quality career guidance and counselling.

Strategies for the Future

The "mobilization" of enhanced career counselling is now the challenge before professional associations, schools, social agencies, governments, private sector organizations, and others who are concerned with the development of students and workers.

The Canadian Guidance and Counselling Foundation proposes four strategies:

1. Improve Career Guidance and Counselling Services

There is a need to **strengthen the availability and adequacy of existing career counselling services**. This strategy includes developing a framework to assist agencies establish policies, standards and guidelines covering the delivery of career counselling. The methods and tools resulting from Camcry projects can help schools, agencies, and other organizations provide effective career assistance. Attention should also be given to the restructuring of career counselling services.

2. Counsellor Training

Counsellors, like all other professionals, do need access to a continuing education program. In order to meet this need, the Canadian Guidance and Counselling Foundation and certain partners will introduce a program in September 1993 that will enable counsellors to obtain additional training. A program of regional workshops for counsellors and teachers will commence in February, 1993. It is expected that 20,000 counsellors will take part in this educational program each year.

3. Career Development Culture

Just as **ParticipAction**, **Don't Drink and Drive**, **Butt Out**, and the environmental movement have become part of our national psyches and have changed our daily behaviours, a **Career Development Culture** can promote self-sufficiency, and practical every-day approaches to the continuing career development of Canadians. People need to take their own education, training, work, and re-training decisions in the light of their talents and the full range of available opportunities. A "culture" which emphasizes the value of one's working life and provides information and encouragement to assist in planning, coping and changing will contribute enormously to the well-being of students and workers, as well as citizens not currently in the work force.

4. Research and Development

Finally, with education and work continuously changing, career counselling cannot stand still but must have ongoing **research and development** of methods and tools to promote the attainment of human potential. Continued research is necessary in career development of workers of all ages, and in the invention of improved delivery systems of career counselling. Camcry has significantly redressed the need for current ongoing research in career development of youth from 15 to 25. There is a great need to develop methods appropriate to Canadians in higher age brackets.

Each of the four strategies for career counselling in the 1990's is linked. The improvement of career counselling and development services through the adoption of policies and standards, and the implementation of newer and better methods will ensure a greater consistency in quality and in availability of career counselling. The training initiative will assist more agencies to continue to improve access and adequacy of career counselling services. The career development culture will encourage more people be more planful in their careers, to become career self-managers and for those who need assistance, to access guidance and counselling services. Continued research will invent new resources and tools for use in career counselling.

*The Canadian Guidance and Counselling Foundation is pleased to acknowledge the assistance of the following members of its Board of Governors and staff in the development of this discussion paper: **Bryan Hiebert**, President, **William Schulz**, Vice President, **M. Lynne Bezanson**, Director, and Program Consultants **Jill Conrod**, **Joan Hearn**, **Valerie Ward**. Project officers **Liz Farrell** and **Jenni Tipper**, and **Marie-Anne Bédard** also contributed. **D. Stuart Conger**, Executive Director.*

Situation

Canada's rapidly changing labour market requires more skilled and knowledgeable workers. Yet, career counselling, despite its critical role in the development of workers, has not enjoyed a high priority on the national agenda. It is a shortcoming that has been identified in many recent Government of Canada reports with the Canadian Labour Market and Productivity Centre (CLMPC, 1990), for example, stating that career counselling is essential to support labour market adjustment.

This paper examines the situation of career counselling and describes in detail the steps required in order to equip counsellors, educational institutions, social agencies, and other organizations to make a lasting impact on the involvement of Canadians in the labour market.

Without concerted effort and planning, there is a risk that the truism, "the world is full of good ideas sitting on the shelf" might come to accurately reflect the state of career counselling in Canada. This paper outlines an approach to preventing such a waste of valuable resources and proposes a strategy for putting them into practical action.

The Need

The Canadian labour market is undergoing rapid and far reaching change as global market competition intensifies. Governments have recognized the signs of change and have been taking action on many fronts to equip the nation's work force for the highly competitive world market. Significant actions include: new labour force development strategies and agencies; new economic development strategies; and, new educational strategies including student retention programs. The shared objective of these initiatives is "to equip Canadian men and women to participate fully in creating and sharing Canadian prosperity".

The Prosperity Initiative has, as one of its objectives, the promotion of a learning culture in Canada. Learning Well-Living Well (Government of Canada, 1991), a discussion paper on meeting learning challenges facing Canadians, states that "as the learning system grows in scope and complexity, the need will grow for educational brokers - counsellors and co-ordinators who don't train people directly but who help the learner through the various steps in the learning process and into jobs"(p.8).

In its 1990 report, CLMPC pointed to recommendations by several task forces that career counselling receive a higher priority in labour market matters as a result of the competitive need which exists. The task force report on unemployment insurance beneficiaries, for example, stated that "providing more, and more specialized, counselling services is critically important for the reform of labour market programs in Canada" (p.97). In recommending the mandate for the Canadian Labour Force Development Board, the promotion of high quality counselling services was identified as an essential function to create links

between educational and training systems and to develop a successful national training strategy.

The direct connections between learning, career possibilities and career/life satisfactions need to be made. Important contributions to the success of these initiatives must be services and programs through which individuals define their working futures and become motivated to achieve them.

It is especially difficult and discouraging for many young people to know how they should prepare for a future in which, says the Economic Council of Canada, they can be expected to change occupations many times. In a recent study, Statistics Canada reported that in the 1980s, almost half of all workers changed or left jobs once every seven months. This meant that every working hour, 7,000 workers changed their employment status. Hundreds of thousands of Canadians are floundering on the edges of the labour market.

The Globe and Mail (January 11, 1992) noted that in the recession, "two thirds of the job losses are permanent, creating tremendous uncertainty for employees from management on down". Not only job skills, but the skills to adapt to transition and change, will be crucial.

Even though forecasts predict a smaller number of youth entering the labour market, the pressures will not diminish. On the contrary, the pressure will be greater for these youth to be well educated and skilled to become competitive in a labour market which will need skills in abundance.

Labour market forecasters caution that 66 per cent of new jobs will require high school graduation or more and 50 per cent will need 17 years of education. Youth who leave school early, as well as many who will enter work without post-secondary training, will be at risk of becoming trapped in a succession of dead-end, entry-level jobs even as the nation cries out for skilled labour. One can predict that, as these youth mature, their dissatisfaction with their working possibilities will increase and therefore the demand for re-training and/or for assistance payments will also increase. The cost of lost potential will be tragic and the cost of financial assistance will be a serious drain. Somehow, the gap between education and the labour market must be bridged. Canada cannot afford to squander the talents of its people.

Two factors, however, work against our capacity to bridge the gap. First, there is the expectation that the schools are, and should be, the principal providers of adequate career counselling. This expectation is unrealistic, given the ambivalence of the education system to career counselling. Furthermore most young people do not develop a career direction until their early to mid-twenties. The waste of Canadian talent is, perhaps, nowhere more evident than in colleges and universities where most students flounder from program to program, and drop out rates approximate 50%.

For the more than two thirds of high school students who do not pursue post-secondary education, career counselling services are needed outside the school system. Herein lies the second difficulty. The very expectation that youth will leave school with clear direction has permitted career-related services to remain unco-ordinated and, in fact, accessible mainly through private services which the majority of Canadians are unable to afford.

In an economy where entry to employment is difficult, even for those with post-secondary education, the opportunity to "try-out" occupations is frequently delayed. These try-out opportunities are very important in establishing career preference and direction. There is growing evidence that frustrating and disappointing attempts to participate in the labour force, at these early school-to-work transition points, result, for many youth, in the abandonment of some of their career aspirations. Appropriate career preparation and planning services can help young people avoid the jagged and costly employment/unemployment patterns that often accompany haphazard career planning. Neither availability nor access to these services, however, is adequate.

The CLMPC Task Force Report for UI Beneficiaries noted that "one way to do this (provide specialized counselling to target groups before they become vulnerable to long-term employment) may be to devote resources to developing and supporting community-based counselling services" (p.8).

A further complication, and a pressing concern, is that while there are an estimated 25,000 counselling "points of delivery" (outside of the 5,000 in the educational system in Canada - Ontario, for example, has some 7,000 social service organizations, many of which provide a form of career counselling), most are targeted at clients who are in difficulty. Typically, these agencies include career counselling as a part of their service although they may not be adequately prepared to do so. It is essential that career counselling be an integral part of the many services, including course selection in high school and employment training programs, rehabilitation programs, employability counselling, referral and placement, and other services.

A research report (Hickling, 1990) prepared for the Ontario Ministry of Skills Development assessed the availability of career counselling services to youth in Ontario. It concluded that career counselling is provided by a wide variety of community agencies, most of which are ill-prepared to provide the service. Frequently, counselling staff have no formal counselling training, do not belong to any professional association and do not subscribe to professional literature in career development. Further, most of these agencies have no stable source of funds and spend up to 40 per cent of their time seeking funds for continuation. Staff turnover and frustration at the instability of their own employment situations take a high toll. The Hickling study found limited career counselling services available for employed workers, and, furthermore that the level of service appeared to be inconsistent across agencies.

Of the more than 100,000 service deliverers who provide career counselling, only 20 per cent belong to recognized professional associations (e.g., school and college counsellors' associations, rehabilitation associations, co-operative education associations). These organizations do not require registration, certification* or licensing (with the exception of the province of Québec, which requires certification for school guidance counsellors). The remaining 80% do not belong to a professional association that is related to career counselling.

If Canada wishes to increase the numbers of people who fully develop and use their potential in the labour market, it is necessary to examine the availability and adequacy of the career counselling services that are intended to help them. Career counselling holds a key to achieving what the National Advisory Board on Science and Technology calls a national commitment to continuous learning (1991).

* The Canadian Guidance and Counselling Association does provide the designation "Certified Canadian Counsellor" to counsellors who have an appropriate master's degree and other qualifications. This designation is not a prerequisite for employment.

There are few areas which affect quality of life, sense of self, and the assumption of social and economic responsibility more than careers. Research overwhelmingly highlights the injurious social impact of unemployment, under-employment and dissatisfaction with work on the individual, the family and community. The economic costs of unemployment are well known. In 1992, Unemployment Insurance payments alone exceeded \$22 billion.

The costs to society of unemployment insurance, social assistance, job turnover, and hiring costs are in excess of \$100 billion. The impact of unemployment and under-employment on health and stress is well documented and very costly. If career counselling were effectively delivered and could result in a 1% improvement the investment would be repaid many, many times. **It is clear that labour market programs and career counselling services need to be better integrated for both social and economic reasons.**

The Camcry Program

The Canadian Guidance and Counselling Foundation and 19 colleges and universities have made massive strides in inventing newer methods of career development through their "Creation and Mobilization of Counselling Resources for Youth" (Cancry) program. Total contributions of \$17 million and 140 researchers are developing innovative approaches, models or materials which address one or more of the following objectives:

Personal Development/Preparation: the development of a positive self-concept and the basic self-efficacy skills that empower a person to look positively to the future and manage his/her life responsibly;

Educational/Occupational Exploration: the exploration of one's own talents and how they can be used and further developed in the education and work places;

Career Planning: the establishment of occupational goals and the development of plans of action to accomplish the goals;

Transition/Adaptation: the skills of continuously developing one's competencies in the face of adversity and opportunity.

Continuing Education for Counsellors: courses and workshops to be conducted wherever 12 counsellors will gather together to study.

Procedures for the Revitalization of Counselling Services: a process for policy makers, administrators and counsellors to use together in replanning the career counselling program.

These new methods are proving to be effective. What remains is the formidable challenge of integrating these key advances in theory, approach and field-tested methods into career counselling practices which are widely accessible.

Next Steps

The career development of youth and workers can be vastly improved by:

- * encouraging the enhancement of career counselling services in all types of organizations that provide career counselling;
- * instituting a national continuing education program for counselling practitioners;
- * promoting the development of a career development culture; and,
- * assisting with the continuing invention of new methods of career counselling.

Canadian Labour Market and Productivity Centre, Report of the CLMPC Task Forces on the Labour Force Development Strategy, March, 1990, 274 pp.

Government of Canada, Learning Well - Living Well, April, 1991, 70 pp.

Hickling, James F., Management Consultants, A Report on Career Counselling in Ontario, March, 1990 41 pp.

National Advisory Board on Science and Technology, Learning to Win: Education, Training and National Prosperity, 1991, 35 pp.

Improving Career Counselling Services

In contributing towards improved career counselling services, there is a need to:

- assist policy makers to formulate and adopt appropriate policies to govern career counselling in their jurisdictions and organizations;
- assist educational institutions and agencies who provide career counselling services to plan, organize, and provide more effective career counselling;
- make available tools and procedures for the 30,000 points of delivery of counselling to implement new and improved methods of career counselling for youth and adults.

Policy Development

One of the major problems facing career guidance and counselling is the lack of policies, guidelines and standards governing it in the various jurisdictions and organizations where it is practised. As a result, much career counselling is a "local option" and the nature, quality and extent of the service varies enormously from one office to another even from one school to another in the same school board.

Many organizations do not know how to develop a policy or what to put in it. There is a real need for guidelines that organizations can use in formulating their own career counselling policies to aid in creating greater consistency in the quality of career counselling services provided to clients.

Providers of career counselling services need to:

1. develop definitions of career counselling tasks that are appropriate to their respective settings;
2. define the outcomes that their clients may expect as a result of the career counselling;
3. delineate the types and parameters of services which are to be delivered within the jurisdiction of the organization;
4. examine standards, guidelines and policies within their own jurisdictions to guide the planning, organizing, implementation and evaluation of the service; and
5. examine the training requirements for staff to deliver services consistent with the achievement of these standards and policies.

A process manual to assist organizations to prepare their own policies in respect of career counselling will be published by the Foundation in 1993.

Organization Development

Career counselling takes place in dozens of types of organizations. Each is called upon to re-examine the services that it currently provides and to consider how it might enhance its program. Some examples are provided here, and in the section on the Career Development Culture.

Career Counselling in Education

Later in this paper we suggest how career development must and can permeate each educational institution. In addition to those propositions we believe that career development can be further enhanced in the school through the:

- **implementation of a career development curriculum**, e.g., a course that leads the students to a greater understanding of their own interests, aptitudes and values, and that relates these to occupations and occupational roles,
- **implementation of a full career counselling service using many of the Camcry methods** that systematically facilitates personal development, educational and occupational exploration, career planning, and learning transition and adaptation skills,
- **the preparation of a personal planning portfolio for career development by every student**, and
- **the building of effective liaisons with employers.**

Partners in Career Development

Efforts should be made to promote the implementation of a mutually beneficial relationship between schools and employers. An example will illustrate the approach. A school that wishes to strengthen its career counselling service may prepare a "shopping list" of its requirements that are not available to it because of its low resource base.

The list might include support for more counsellor training, a computer, computer programs, work shadowing opportunities, a video player, and career video tapes. Various firms and service clubs in the neighbourhood could provide this type of assistance to the school and receive recognition for it.

A local firm wishing to assist the career development of its own employees (and, in some cases, their families) might require consultation on how to: help employees gain greater self confidence; help employees follow through on their career development goals; get part-time and summer employees; plan a low-cost, employee training program; and, plan a career development orientation program for young workers to help them understand their talents and the ways of developing their skills in the workplace.

The school (or other agency) counsellor could clearly help the employer achieve these goals. By the mutual support provided in these career counselling partnerships, educational and employment organizations, and students and workers, would be greatly benefitted.

Community-Based Career Counselling

There are few full-fledged career counselling services available to citizens who are not in difficulty and want assistance in making better career decisions. There is a challenge, therefore, in meeting the career counselling needs of people who are at critical transition and decision points. There can be no doubt that timely and quality services pay off enormously in reducing the number of people who come to depend on unemployment insurance and other forms of income assistance, and also in reducing the amount of time that assistance is required.

The challenge might be met through a restructuring of existing community-based services to offer strengthened career counselling services. A structure which is efficient and within reach of community-based organizations is that of "Career Clinics". Career Clinics located in all municipalities could offer: intake, assessment, referral and career counselling all at the same location, thus reducing the duplication of these services by several providers and significantly reducing time and effort exercised by clients to receive services.

The services of the career clinics would include:

Assessment: Evaluation of prior and current skills, knowledge and interests, through educational and occupational assessments. Assessment provides the basis for further education and training including the acquisition of life and literacy skills where necessary.

Counselling: Career counselling helps individuals identify career directions which most appropriately fit interests, abilities, values, provide personal relevance,

and are self-motivating. Counselling will also help clients develop a more positive view of themselves, examine their talents and a full range of opportunities, identify necessary steps, and commit themselves to them. Career counselling also includes teaching self-management skills in job hunting, job retention, and coping with job transitions.

Referral: Following assessment and counselling, referral to any of the following may occur: educational and occupational training programs, pre-employment programs, and employment.

Using new and existing counselling resources in new structures would enable the provision of career counselling services in more effective and streamlined ways.

Career Development and Continuous Learning

Many jobs are in a state of continual change. Many professional workers have found that, with the advent of word processing, they are now expected to type their own reports. Similarly, entry level workers - such as table-servers are expected to memorize every ingredient of every dish, and the codes for the dish to enter into the computer to prepare the bill. There is a combined knowledge and technology explosion that workers must keep up with.

Sometimes these changes are so large that they necessitate the formal retraining of workers, by attending intensive courses of a week or more. In other cases the changes come in progressive "chunks" that an individual can learn in a day or so. Indeed, most workers engage in short learning projects like this about seven times per year.

Adult educators and continuing education administrators frequently encounter adults who want to get ahead by taking training but don't know what to study because they do not know what type of career to pursue. These people often reduce themselves to sampling a variety of training options hoping to find their "true roles". Others stop at the gate because they can't decide. A career counselling program should be an integral part of these educational services.

Career Development and Retraining

Unemployed workers today may not be realistic if they think of themselves as workers-in-waiting. This is particularly true if they are waiting for a job like the last one they held. The demand for labour is changing and no one can rest on skills that have been adequate in the past.

Many workers who have had few academic or vocational successes on which to build and have few marketable skills are retraining because of lay-offs from low-skill positions, or a poor work history. They are less able to

cope with the new challenges they face in returning to school. Retraining is seen as their last chance to succeed in their own eyes and in the eyes of family and friends. There is a lot at stake in attempting to retrain. Therefore the anxiety level is high. Counselling for this group should include building self-esteem and teaching problem solving skills so that they develop the ability to take control of their own situations. Sponsored adult students require much more counselling than fee-paying students.

Many sponsored students seem to experience family conflict. Their role at home has changed. They are no longer the full time wage-earner or care giver. The day is no longer neatly divided into a time for work and a time for family and leisure. Students now require the skills to develop and maintain their time management skills, and supportive relationships, as these relationships are especially important in facilitating transition into school, retraining, and the labour market. Many aspects of the students' lives are precariously poised so that one upset precipitates a crisis situation.

These students begin with the combination of a negative attitude towards school, little confidence in their own abilities, and a magical belief that if they only study hard enough everything will work out this time.

Some students select a career goal quickly in order to get back to school as soon as possible or to get on course before their UI benefits expire. The choice is often based on limited information or on mis-information from friends, newspapers, or a general information session at the Canada Employment Centre. The choice must be made from the narrow spectrum of courses offered. Students need to explore their career choices fully or to test out a new area before embarking on it in a manner that would promote commitment to the new direction.

Most counsellors should spend the majority of their time working with students individually and in class to build their self-esteem, develop their coping skills, teach problem solving skills, and locate the necessary information to meet immediate needs.

New Career Development Methods

In the past three years over 30 new methods and programs of career counselling and development have been created and field-tested through the Camcry initiative. These new tools (which are briefly described in the Annex 1) address various facets of the following objectives.

Personal Development/Preparation: the development of a positive self-concept and the basic self-efficacy skills that empower a person to look positively to the future and manage his/her life responsibly.

- Establish meaning in one's life
- Develop a positive self-concept
- Build motivation to succeed
- Develop persistence
- Develop self-management of one's life
- Develop skills to achieve goals
- Abandon self-defeating behaviours.

Educational/Occupational Exploration: the exploration of one's own talents and how they might be used in the education and work places.

- Develop skills of exploring education and training options
- Explore career ladders from entry level jobs and work
- Explore careers in technology and trades
- Learn about self through work simulation experiences.

Career Planning: the establishment of occupational goals and the development of plans of action to accomplish the goals.

- Identify personally meaningful work
- Learn career decision-making and problem-solving skills
- Establish and commit oneself to a career goal
- Learn to use mentors and role models
- Set career path goals.

Transition/Adaptation: the skills of continuously developing one's competencies in the face of adversity and opportunity.

- Develop skills for learning from work experience
- Learn to persist in goal adherence
- Develop strategies to reduce stress
- Learn job adaptation skills

Improvement in career counselling and development programs will result from the combined strategies of using new methods in well organized services guided by sound career counselling policies.

Continuing Education of Counsellors

There are over 100,000 counsellors in Canada who assist youth and adults in making decisions regarding career, training, education, and work transitions. Many counsellors feel a sense of frustration at their own limitations. There is a need for a national career counsellor training program, to be delivered, in part, through distance methods, with 20,000 enrolling every year.

New Program

We are confident in stating that large numbers of individuals practising career counselling recognize that they need to address their own career development needs through continuous learning. The Canadian Guidance and Counselling Foundation will organize a national continuing education program in career counselling for existing practitioners who deliver career counselling as part of their services to clients.

The program will develop a minimum national standard in career counselling to be based on the most current, effective and practical approaches to assisting individuals in career planning, making transitions which further their career directions and increasing their capacity to self-manage their career paths. The training program will be based in large part on the innovative courses and programs now being created under Camcry. The following subjects will comprise the program.

The following courses and workshops are now nearing completion. The name of the director of each curriculum project is provided along with the name of the institution where the course is being developed. The letter E or F denotes the language in which the material is being initially prepared.

Courses

Constructivist Career Counselling

Dr. Vance Peavy, University of Victoria (E)

This course, based on constructivist, meaning-making theory, stresses the important influence that assumptions, beliefs and values have on one's sense of self and on the career/life decisions and actions one takes. The course includes the practice and review of career counselling interviews, as well as reflective opportunities for counsellor growth.

Designing Programs for Youth Entering the Workforce

Dr. Marcel Monette, Université Laval (F)

This course provides instruction for the design and evaluation of programs to meet the career development needs of specific client groups, and which also take into account the realities of individual delivery settings.

Group Counselling Instruction

John Freeman, Queen's University (E)

This course provides the knowledge that is unique to the many Camcry projects, and skill practice in conducting several of the types of interventions used in the Camcry projects.

Labour Market Information (E)

Elaine O'Reilly, Algonquin College

This course will provide information on: the structure of the labour market; changing composition of the labour force; educational structures; career development processes; labour force development programs; occupational information systems; and socio-economic trends.

Career Counsellor Training for Counsellors Working with Native Youth

Anne Kitchen, University of Manitoba (E)

This program prepares counsellors who work with Native Youth to empower these young people to come to an understanding of the way in which they may plan, and live out a life career which will provide satisfaction and self-respect.

Workshops

Each of the new Camcry methods (see Annex) is taught in a workshop generally lasting two days. In addition the following special workshops are being prepared for widespread implementation.

Career Equity for Youth,

Beverly Bowman, George Brown College (E)

An anti-racist workshop providing resources to heighten the awareness of counsellors and educators to the barriers to career development experienced by youth from different racial, ethnic, cultural and linguistic backgrounds, as well as providing the means to give these young people help and support.

Components of the Helping Relationship Within the Career Counselling Process

Dr. Yves Marcoux, Université Laval (F)

This videotape-assisted program is aimed at the acquisition and integration of the attitudes and behaviours which are essential to establish and maintain an effective helping relationship in the career counselling process.

Strategic Career Interventions with Low Achieving and Learning Disabled Youth

Dr. Fred Reekie, University of Saskatchewan (E)

A workshop teaches counsellors to use techniques and materials adapted from the field of special education to meet the career development needs of low achieving youth and youth with learning disabilities.

The Activation of Intentionality for the Realization of Career Plans

Dr. Jean-Louis Drolet, Université Laval (F)

A manual for counsellors which describes a career counselling intervention designed to facilitate the exploration of career intentionality as it relates to individual choices and plans for entering, and succeeding in the world of work. Provides a list of indicators of intentionality for counsellors to explore.

In February 1993 the Foundation will inaugurate a series of workshops to train counsellors and teachers to use several of the new Camcry career development methods. This will start in collaboration with the Eastern Ontario Staff Development Network which is a consortium of 23 school boards. Under the arrangement, up to 100 teachers and counsellors will be trained to implement specific new programs. They will then return to their schools and teach the new methods in the Spring. In August the counsellors and teachers will then be trained to train their colleagues in their own and adjacent boards. In this way, it is expected that the new methods will become widely adopted in the school system.

Registration and Certification

Of the 100,000 practitioners now doing career counselling, fewer than one half would require training in the complete six areas to meet the needs of their clients. For those counsellors who are required to deliver the full range of career counselling services to many populations including youth-at-risk, unemployed, social assistance recipients, and target groups, the full curriculum would be needed to ensure quality services. For these counsellors a registration/certification procedure in career counselling might be instituted.

The next step toward improving career counselling for youth could be the adoption of minimum standards as recognized through a professional designation for adequately-trained counsellors. Counsellors would have their needs for increased competency and professional recognition met, and employers would have the comforting knowledge that the counselling provided is of an assured quality.

Counsellors who complete five full courses (or equivalent), and who pass the registration/certification examination could use the designation: "Registered Career Counsellor". Those counsellors who also have a master's degree in a related subject area and who pass the examination could use the designation: "Certified Career Counsellor".

It is hoped that this training program would not be the sole means of qualifying counsellors. Rather, it is seen as a catalyst for post-secondary educational institutions to increase their offerings on career counselling so that their counselling students can readily succeed on the registration/certification examination.

Career Development Culture

In recent times Canada has witnessed some important and effective social movements. Among these are **ParticipAction**, **Don't Drink and Drive**, the anti-smoking campaign, and the environmental movement. A similar movement can be created for career development, and thereby greatly support a learning culture, and the determination of Canadians to become more competent in their careers. Promoting the full range of occupations, options for skill acquisition, and current labour market information are all essential ingredients in a career development culture.

Career planning and development occurs throughout our lives, as demonstrated in the more than three million job changes that take place every year in Canada, as well as by the millions of adults who undertake individual learning projects (of which 50 per cent are job-related). In the process, every person continually re-assesses his/her talents and opportunities in the labour market and the education/training system. With the increased complexity of the labour market and the many transitions demanded of workers, it is vital to influence career self-management.

Now, more than ever, with major restructuring of almost every industry, with a "marketing perspective" permeating so many occupations, with "delaying" of entire enterprises, with greater emphasis on competence and competitiveness, and with tasks becoming more technical, it is reasonable to suppose that the general population will need increasing assistance in learning to manage their own careers. The alternative is for workers to think of themselves as "victims" of outside forces and to behave in passive and even counter-productive ways. It is imperative for Canada's economic development that workers become proactive in their career development and undertake planned, self directed learning programs.

A national career development mobilization program will aim to promote the empowerment of individuals, to increase greatly the number of people achieving the following goals which were described in detail on page ten: personal development/preparation; educational/occupational exploration; career planning; and transition/adaptation.

Career Development in the Family

A person's attitudes to his or her own talents, to education, and to work are formed in the family. In today's pluralistic society there are many types of attitudes and information within the family that profoundly affect the career development of the children. The labour market experience of the parents, their attitudes concerning types of work considered appropriate for females and males, and the values placed upon education and work, all impact on the child's preparation for work and for life.

Parents generally do want the best for their children, but typically don't know how to help them plan for the world of work. In some cases parents are quite poorly informed and can mislead their children. Most parents do want assistance in guiding their children but do not know how to get it. Typically, parents do understand the talents of their children, but are unaware of how these talents can be used most profitably in education and in the labour force. A complicating factor confirmed by a recent American Gallup survey is that most parents are, themselves, haunted by feelings of doubt about their own careers - and too many are in serious difficulty on this score. Thus, they need assistance more than they are able to give it.

There is a need to provide approaches and methods that families will be able to use in their own homes "around the kitchen table" to help each other. The career tabloids produced by several provinces and delivered to every home, under the Career Information Partnership represent an important step to help parents and students together.

Career Development Culture in School

The Career Development Culture as it applies to schools would feature:

1. Recognition that career/work exploration is needed from kindergarten to graduation. Learning about work/career is as important as mathematics, science and English and takes as long;
2. Recognition that intellectual, social, and career development are of equal importance. That is, schools must learn to understand that wider study of the world/community is important to children and youth. There is more to school than academic and social skills.
3. Expansion of experiential opportunities for students. More job shadowing is needed, field trips, cooperative education, speakers, etc. Students can only learn about the world of work when they see it in action, outside the classroom.
4. Community support is crucial. Business, labour and community agencies must be involved in assisting

students to learn about work/career. The community is also a resource for classroom teachers (speakers, etc.).

5. Quality career education helps students understand how to find, use, and interpret information. But it doesn't now go beyond information to an appreciation of values, ambitions, desires of students and parents. Helping students learn how to value other people's work is important.
6. Career/work education should be a major function of school, not an "add-on". Students of all ages are keenly interested in what their parents do; what their siblings do; and what they might do when they leave school. Parents want schools to increase opportunities for students to prepare for the world of work. This must be seen as a part of the total school plan, acknowledged as essential and undertaken in partnership with the community.
7. Career education and career exploration must be provided for all students beginning in the early school years for most students to be followed by career planning programs in the later school years.
8. It is very important that all teachers should be involved. A science trip to the zoo should expose students to the jobs people have, as well as the animals. That is, the people who work at the zoo are as crucial as the animals in creating a positive zoo atmosphere. The students then learn to value all work, and see the connections that exist between many jobs. Similarly, an English trip to a drama festival should explore careers in drama as much as literature and history, etc.

Probably the most important frequent question that teachers face from students relates to the relevance of the subject matter to everyday life. Within this context, teachers would welcome an opportunity to discuss occupations related to their subject if such information were dynamic for students and meaningful to teach. Packages prepared for subjects that teachers could use in discussing the occupations that relate to the subject they are teaching and that could serve the career and educational development of the students. Each teacher would decide when to use the package during the school year. Teachers would use the package as a way of endeavouring to create greater interest in their course itself, regardless of the career planning implications.

The end results of this approach should include:

- * increased satisfaction on the part of teachers that they have addressed the issue of relevance of the subject, and can perceive increased student interest in the subject itself,
- * increased appreciation by the students of the importance of the subject in work/life,

- * increased understanding by the students of the nature of a variety of occupations, the relationship between occupations, the requirements for different types of occupations, and the fact that there are resources for getting more information,
- * greater acceptance of school as more meaningful and relevant thus increasing the likelihood of completing schooling.

Career Development Culture at Work

Work is a very positive experience for most people which some only realize after they have lost their jobs. The relationship between workers and employers is usually premised on collaboration, survival and success. Workers coming from the "pass-fail" orientation of schools often find the work situation to be a much more positive one that gives them confidence to use and develop their talents. On the other hand, surveys indicate that at least half the workers feel that they are not fully using their talents. So employers are faced with a situation in which their workers are gaining a new appreciation of themselves and their abilities, but at the same time apparently outgrowing their jobs.

Given the need for increasingly qualified workers, it behooves employers to understand the full potential of their workers, afford them opportunities to increase their competencies, and encourage them to do so. Moreover, career development and coaching programs serve the needs of: 1. Succession planning and human resources forecasting; 2. Development of each one's own career plan; 3. Equal opportunity and affirmative action; 4. Management selection and development; and, 5. Preparing for technological change.

The types of employees who particularly benefit from career planning include the: potential manager; stagnated professional; frustrated secretary and support staff; entry level employee; specialist; employee approaching retirement; disabled worker; and surplus worker. The responsibility for career planning must remain with the individual, but the responsibility for providing the counselling rests with the company.

Many medium and large firms now have a system of performance appraisal in which the supervisor rates and describes the competence and potential of the employee. For the purposes of career development this system is useful, but because of its limited scope (the immediate job and perhaps one or two closely related ones) and the power relationship between supervisor and worker, there are severe limitations to the appraisal system as one of career development, however important it is to the development of the employee as a worker in that job.

Career counselling can augment the appraisal system in such a way that it is developmental for the employee and results in the utilization of more of the company's human resource talent. For example employees could be given aptitude, interest, and personality tests and provided with a "feedback" interview in which they are given an interpretation of the results and invited to explore the meanings that the results would have for them and the jobs that might be open to people with those talents. The interpretation might also cover how the employees' talents could be used to enhance their existing job roles.

The career planning program within industry would have two other major components: a career information centre; and career planning workshops. The career information centre would contain occupational information, college and university calendars, personal growth books and a computerized occupational choice system. It would be open during working hours and over the noon hour. The group counselling workshops may have fifteen to twenty-five participants and one or two leaders. Following is an outline of a typical career planning workshop for a medium sized company: interest and aptitude assessment; career values clarification; examination of personal life goals; examination of personal and managerial styles; identifying personally meaningful skills; reviewing career paths in and out of the organizations; education and training requirements and opportunities; formulation of career goals; and, steps for achieving the goal.

Career Development in Small Organizations

Most workers are employed by organizations of 500 workers or less, and these establishments are too small to have a person responsible for the career development of employees. As a result, most workers do not have access to career planning at work and must purchase it from independent consultants if they hope to get such important assistance. It would be possible to develop a "self-operating" career planning system that any worker could use personally or in collaboration with friends. Furthermore the "system" could be used by any employer - at the instigation of any employee, the Board of Trade, or any other source.

The "system" would involve an attractive booklet similar to that prepared by the Royal Bank of Canada called **Planning Your Career: a guide to taking charge** that includes the following:

Taking Stock which includes: a checklist of your current and desired working conditions; an inventory of values that you expect to be met at or through work; an inventory of your skills and abilities; balancing your life between home, work and self; assessing your job and yourself in the job; and, getting feedback from others.

Taking Action which includes: setting goals and developmental plans; a personal career development plan; my priority goals; and, my action steps.

The booklet (no more than 24 pages) would be made available to all workers on as wide a basis as possible. A small package would be prepared in collaboration with employers' associations (boards of trade, retail merchants' associations, etc., and with employees' associations) to encourage employers to give the booklet to all employees and to invite the employees to discuss their action plans and how the firm might help the workers achieve their goals.

Career Adaptability of Workers

Many people who have been accustomed to working in the same occupation must now be prepared for important job changes imposed upon them by organizational, technological, and business changes. The following factors that are involved in career "adaptability" are not necessarily characteristics that everyone has.

1. **Work values and work salience:** The importance which an individual ascribes to his/her working career, and the values sought through it;
2. **Autonomy or sense of agency:** A sense of control and influence in one's own life and work;
3. **Planfulness or future perspective:** The orientation to the future, the ability to identify steps to be taken in the future and to seek opportunities for their implementation;
4. **Exploration and establishment:** The examination of a variety of occupations, and seeking to become established in one of them;
5. **Information:** Knowledge of the world of work in general, and one's field of employment in particular;
6. **Decision making:** The ability to make career decisions wisely; and,
7. **Reflection on experience:** The awareness and tendency to analyze past experience, and to learn from experience.

There is a need to assist all workers to learn the attitudes, knowledge and skills relevant to each of the dimensions of career adaptability.

A Promotional Campaign

As a part of the creation of a career development culture, a campaign is needed that will raise awareness of the value of thinking and acting positively about work, studies and careers. Such a campaign could involve advertisers incorporating the themes in their regular advertising.

The messages would reach segmented and local markets and take into account culture, language, and local resources. The program might focus on themes such as: "Take control of your career". As a result viewers/readers would be helped to develop a greater sense of "self as active agent" through addressing factors such as:

Self-talk - Canadians put themselves down many more times than they pat themselves on the back. It is important that they become aware of the ways that they put themselves down by saying things like, "I don't think I could ... " and how they can encourage themselves by saying "I can do that! Go for it!" Typical "self-defeating thoughts and behaviours" are listed on this page;

Self-confrontation - learn to listen to their own self-talk, what they say to others, observe their own actions, and note the contradictions ("I want to get ahead, but I won't study, work overtime, or do whatever is necessary"). Then change their thoughts and actions ("If I want to get ahead, I will study, work overtime" or "By studying, I'll progress");

Check job opportunities - when they see a job that they would like, find out what skills it requires, how closely their talents match it, and what they need to do to qualify for it;

Develop their own career plan - set their short-term and long-term goals. Learn to use available resources to plot their strategy; and,

Enrol in evening classes, or other self-development activities. There are lots of evening courses available which teach skills that people can use in their present job, or in their next one.

The widespread possession of these skills would be an enormous contribution to the stimulation of a more competent population of workers. Included would be messages of empowerment and hope for those who are unemployed, depressed, required to take risks through retraining, or merely hidden. Success stories of real people who have moved through unemployment, retraining and re-employment can be sources of inspiration and action.

60-Second Career Check-Up

Canadians are frequent career complainers. In this role they use many reasons why their careers do not amount to what they could be. Extensive use is made of "if only I had" reasoning. The person who observes other people in their jobs with the underlying theme of: "If I had that job, I could do it a lot better!", is common.

All this says Canadians are interested in their careers, but don't know how to get going - or keep going. Initiatives such as a "60-Second Career Check-Up" might be designed and made popular to help people move positively with their career - regardless of the circumstances. Briefly, such a 60-Second Career Check-Up might be a series of questions that Canadians could be encouraged to invoke every time

they lament their current career. The questions might use a pattern such as the following:

- What am I doing?
- What got me to this point?
- What do I want to do?
- What are the steps to take to get there?
- What are my abilities to change?
- How often do I give myself positive feedback?
- What must I learn?
- Who can, and will, help me?
- What training is available?
- What training will I take?

These basic questions might be played out in the public media in as many types of situations, and as many moods (optimism, pessimism, cynicism, etc.) as playwrights and publicists could concoct. The 60-Second Career Check-Ups might be "sold" like toothpaste. The intended results might possibly convert the self-pitying career lament into an action plan to do even one thing to advance one's career.

An accumulation of single decisions can build into full career development. This is an example of the creative and practical methods that might be developed to assist Canadians to take more control of their work futures. All forms of public education and entertainment might play the themes - even in humorous, teasing ways, so that they become familiar, common-sense ideas, to Canadians.

Self-Defeating Thoughts and Behaviours

We typically don't do what we know we can do, often because of self-defeating thoughts and behaviours that interfere with us becoming all that we can be and therefore not using our talents and opportunities. Typical self-defeating behaviours are represented by the following:

1. Withhold information from those who are trying to help,
2. Put responsibility for own actions on others,
3. Be non-committal to necessary steps,
4. Figure out how to avoid getting help as a way of feeling OK about giving up,
5. Convince self that it is not really necessary to do,
6. Believe that getting help is impossible,
7. Not do anything because you are not sure that you really want to accomplish the goal,
8. Keep busy with other activities to avoid trying to take needed action,
9. Decide that it requires too much self-responsibility to behave so responsibly,
10. Say that you could not get assistance before and it won't be available now,
11. Promise to do it later rather than right now,
12. Get comfort from others who are also failing,

13. Think that asking for information will inconvenience others,
14. Waste time that could be used constructively,
15. Do part of a task and ignore the rest,
16. Try to get someone else to do it for you,
17. Make good progress but quit before it is finished,
18. Say that other people and activities are preventing you from getting on with it,

These, too, could be publicized in such a way as to encourage Canadians to monitor their self-defeating "skills" and to take corrective action.

Strategies for Staying Positive

The *Alberta Career Development and Employment Department* has provided an example of the self-management skills for a particular situation, as follows:

There are a variety of ways to help you cope with the ups and downs that everyone experiences in a job search. Learning to handle rejection constructively is one. Several other strategies are outlined below. If you can think of other methods of coping that have helped you through stressful times in the past, add them to the list and use them this time too!

Tips

- Take good care of yourself. Eat well-balanced meals regularly and get plenty of rest. Exercise and enjoy the outdoors. Ten minutes on the move can make a world of difference to how you feel. You may have to cut back on your expenses, but continue as normal a social life as you can.
- Schedule regular breaks in your day and take them. Make your breaks short but get away from your job search completely for a while.
- Seek out people who can give you emotional support. Tell family members and friends about what you are doing and how things are going. They may be worried about how the changes in your life will affect them. Keeping the lines of communication open will help them too.
- Ask your family or friends to help by brainstorming ideas with you, networking for you and reading your draft applications and resumé.
- Set realistic short-term goals and reward yourself when you achieve them. For example, decide how many direct contacts (in person, over the telephone, by mail) you should be able to make each day.
- List the things that make you feel good but don't cost too much in time or preparation (for example, a longer walk than usual). Use these activities as rewards when you have achieved the day's objectives.
- Set a time limit on how long you will allow yourself to feel "down", preferably no more than a few hours. Then start working your way back up again.

- Keep growing. Do lots of reading on current technological trends and subjects related to your work or areas of interest. Take short courses and attend conferences and seminars. If they might be helpful to you, read books or attend workshops on time management, problemsolving, communication, self-esteem, relaxation, and positive thinking.
- Help others. Get a better perspective on your own troubles by reaching out to others. Do volunteer work that will make use of your skills, give you needed experience or allow you to meet people who could be helpful in your job search.
- Take temporary or part-time jobs to help keep your spirits up as well as to provide short-term income. If your employers are impressed with your work, they may offer you full-time work or pass on information about job leads.
- Be kind to yourself. Listen to your self-talk. If you catch yourself thinking "I can't ...," "I'm no good at ...," "It's impossible ...," STOP. Try to reframe your thoughts and think in more positive terms. For example, "I can learn from this mistake" instead of "I'm such a fool".
- Read every flattering thing (letter of praise, recommendation, performance appraisal) you have ever received. Keep them handy and periodically read them again.
- Make a list of the things that worry you and brainstorm solutions with a friend or counsellor.
- Keep laughter in your life. What makes you laugh? Cartoons? Comics? Television? Movies? Being with certain friends? Laughter is a wonderful release so use it as often as you can.

Mentoring

Many successful people attribute their success, in part at least, to the assistance of a somewhat older and more successful person who took a special interest in guiding the person at a crucial stage of his/her career. This process is called mentorship. Mentoring is the sharing of knowledge about how to learn the ability to work with others; to be results oriented in managing one's own tasks; to have a sense of what one can accomplish in various circumstances, and to have the ability to motivate oneself to work.

In addition, mentoring can result in: achieving equity; advancement, enhancement of creativity, increase in knowledge and skill; development of a personal work ethic; and an understanding of how people behave at work including the roles that they play.

Mentors appear to occur naturally in older experienced workers who desire to pass on some of their skills and knowledge to promising junior workers. It is possible, however, to encourage and assist many people to become mentors. It is also possible to teach people to identify and respond to mentoring relationships that may become

available to them. Although mentorship has been most observed in the workplace, it can take place in schools, social agencies, social clubs, rehabilitation services, voluntary groups, special needs populations, etc. In recent years many schools, for example, have attempted to encourage mentorship of students by students through the means of promoting peer counselling. In such cases a training program is offered to the students who wish to become peer counsellors. Perhaps one of the most unique features of mentorship programs is that they are very low cost, do not add burdens to the organization, promote getting the work of the organization done, and promote bonds of friendship within the organization.

Mentorship is not used as a cure for ills, as much as it represents a success strategy for people who might otherwise be lost in mediocrity. A Career Development Culture will help people search out mentors and make potential mentors more willing to engage in the mentoring process.

Empowerment Through a Career Development Culture

Given the far reaching and pervasive impact of career in peoples' lives, it is important to raise the profile of career planning and to convince people that thinking about one's career path and planning career alternatives should be of central importance. It is important to address this point in a way that leaves people cognizant of various options that are open to them and leaves them feeling empowered and motivated to take charge of their career paths. Promoting a Career Development Culture is seen as an important step in accomplishing this goal. The greatest impact will be achieved by a multi-faceted approach focusing on applications of the Career Development Culture in the family, school, and the workplace, and by giving concerned Canadians concrete suggestions for how they can become partners in creating a national mind-set that promotes taking stock and planning for the future.

Invention of New Methods

It is inappropriate to have a short, three-year burst of research and development and to assume that the results will be effective for many years to come. Virtually all new inventions need refinement and improvement with the development of new knowledge. Furthermore, the changes in the labour market (and the emergence of new priority groups such as older workers) attest to the need to continue research and development in career development. Therefore, there is a need to provide continuing support for the invention of new methods of career counselling and for counsellor training, particularly the integration of the individual findings and methods into existing arrays of services. In this way it will be possible to invent new systems of career counselling that incorporate key features of the new methods.

As a result of the Camcry initiative there are approximately 140 professors and researchers inventing and testing the new methods of career counselling and counsellor training - a dramatic increase over the number that were engaged in these endeavours before Camcry.

Systems Development

More than 40 individual career counselling inventions are being created in Camcry. These can only realize their greatest impact if they are put together in new career counselling systems. There will be a need for a concentrated period of integration of the projects, of pruning of some and enhancing others, until effective systems are created that would constitute feasible levels of delivery for a range of settings including:

Educational Institutions, Colleges, Social Service Offices, Employers, Community-based Agencies Career Centres, Rehabilitation Services, and Employment Centres.

For each of these types of delivery centres, at least one full model of a career counselling service needs to be formulated. The model would include components from various projects being developed under CAMCRY.. Each of these systems would be designed for the specific type of service through collaboration between the original project developers and representatives of professional associations, agencies, and provincial ministries.

Other Populations

The Camcry program of research and development focussed exclusively on youth and young workers aged 15 to 25. Demographic and employment changes now point to the need for new methods of career development for middle aged and older workers who have been displaced. Their problems and needs are very different from youth and new methods are very much required. This should be a future focus for research and development.

Conclusion

Numerous public and private sector studies have repeatedly linked education and training to the capacity of the Canadian labour market to compete in a world economy. Some, such as those undertaken by the Canadian Labour Market and Productivity Centre, clearly identified counselling as a linchpin in providing Canadians with the opportunity to reach their maximum potential and in giving the nation the work force it needs.

Unfortunately, the state of the art of guidance and counselling has fallen seriously behind the needs of the labour market and of Canadian citizens. Practitioners themselves - 100,000 in 30,000 points of service - have lacked appropriate methods and opportunities to upgrade their skills and to achieve higher levels of professional competence.

A partnership of universities, colleges, associations, schools, and social agencies with support from some provincial governments and Employment and Immigration Canada recognized both the shortcomings and the needs, and under the leadership of the Canadian Guidance and Counselling Foundation has developed and tested new career counselling approaches.

This program has involved some 40 innovative projects developed at 19 institutions. The new methods are described in the Annex.

A pragmatic and proven strategy has been developed to mount a massive mobilization effort to stimulate adoption of the new approaches and training opportunities among the 100,000 career counsellors in Canada. It is built on the time-proven approach of grassroots involvement, commitment and participation. It offers the opportunity to make a lasting impact quickly. It promises a counselling community equipped to help youth make critical career decisions and to assist workers in making the transitions that inevitably will occur in the labour market.

Four strategies are proposed. Included are specific proposals to strengthen the adequacy and availability of career counselling services, promotional activities which stimulate the development of a career development culture, a training program to meet the career counselling professional development needs of large numbers of youth helpers, and continued attention to advancing the understanding and practice of career counselling.

From the initiatives it is more than reasonable to suppose that improved career development will lead to increased productivity and less reliance on income support and other forms of assistance. Only a five per cent increase in productivity would contribute \$35 billion to the Gross National Product.

In sum, the pay-off of the activities proposed in this paper can be immediate among Canadian youth and long-lasting in a dynamic and vibrant labour market.

The suggested activities would lead to, at a minimum, the following results:

1. students who have more realistic and challenging goals, acknowledge the importance of career planning and who are clear about the steps to achieve career goals;
2. workers who are more competent, productive and promotable, and who are purposeful in the continuing development of their own careers and who have resources readily available to assist them in managing their careers;
3. educational institutions, community-based agencies, and other points of delivery which have developed standards and policies in career counselling and are more effective in the delivery of career counselling services;
4. increased collaboration between counselling services and employers which will benefit the career development of students, clients and workers;
5. more counsellors who are highly skilled in the delivery of career counselling; and,
6. a population which is more self-directed in pursuing its career development and self-renewal - this inevitably results in a labour force more competent and more competitive.

Annex

Camcry Career Development Interventions

The letter (E or F) following the name of the institution indicates whether the project is prepared in English or French.

AskAbout Career Planning

Dr. Dave Redekopp, Concordia College (E)

An interactive natural language computer program that addresses basic career development questions in categories of self-awareness, researching career options, funding, job search, education & training.

The Pandora Project: Careers in Technology

Dr. Dave Redekopp, Concordia College (E)

A series of interactive videodiscs that present career information in occupational sectors related to technology, introduce career pathing and motivate career exploration.

Collaboration Between Education and Industry to Facilitate Youth Adaptation to Employment

Dr. Pierrette Dupont and Dr. Denis Marceau, Université de Sherbrooke (F)

Labour market information gathered with the collaboration of businesses designed to improve the knowledge of high school students and counsellors about the realities of the regional labour market. Includes a database of local non-specialized occupations and labour market information.

AskAbout Vocational Rehabilitation Counselling

Dr. Aldred Neufeldt, University of Calgary (E)

A natural language computer program to provide practitioners with information about disabilities, and to facilitate the selection and application of vocational rehabilitation tools and techniques; includes an extensive index of resources.

Goal Setting to Improve Participation, Adherence and Outcomes in Career Counselling

Dr. Robert Flynn, University of Ottawa (E)

A goal-setting procedure designed to increase student motivation in career planning and development activities.

Knowledge for Youth About Careers (KYAC)

Dr. Richard Bradshaw, Simon Fraser University (E)

An interactive videodisc career development program to motivate youth to be actively involved in their own life/career planning and job search; models attitudes and explores consequences of critical choices. Comes with classroom or small group work guides.

Making Connections: Career Education

Dr. George Hache, Dr. Gary Jeffery and Dr. Ron Lehr, Memorial University (E)

Video and print materials to help parents to assist their youth in planning career futures.

Career Counselling Intervention Program for Teenage Mothers and Pregnant Teens

Dr. Norm Garlie, Memorial University (E)

A group career counselling program for pregnant teens and teen mothers to increase career awareness, exploration, and career planning. It may be delivered via teleconference or face-to-face.

Occupational Videos in Demand Skill Trades

Colin Morrison, York Region Education/Industry Foundation (E)

Videotapes of five skilled trades predicted to be in high demand.

NextStep: An Occupational Reality Testing System

Jim Blakely, Loyalist College (E)

A prototype for a computer program to help young adults in career transition to explore occupations and to check that their options are realistic before committing to education/training or employment.

Internal Locus of Control to Promote the Career Development of Youth

Dr. Geneviève Fournier, Université Laval (F)

Interventions to help youth develop a vocational internal locus of control by modifying defeatist beliefs and attitudes which impede successful labour market entry.

Guidance to Meet the Needs of Women

Dr. Armelle Spain, Université Laval (F)

A program to assist girls and young women to explore and establish meaningful career plans which take into account the importance that relationships play in their lives.

Computer-Assisted Vocational Life Skills for Offenders

Dr. Martyn Quigley, Memorial University (E)

An interactive, computer program to assist young offenders in developing the cognitive skills required to obtain and maintain employment.

Transition to Work: Strategies for Enhancing the Self-Efficacy of Students with Disabilities

Dr. Margaret Jamieson, Queen's University. (E)

A program to support labour market participation of youth with disabilities by providing counsellors with additional strategies for increasing work readiness of youth with disabilities.

Pathways for Youth

Dr. Nancy L. Hutchinson, Queen's University (E)

A modular program aimed at enhancing the career maturity of youth and preparing them for employment. Modules include problem solving, anger management and interview strategies.

Job Skills Simulation

Dr. Kathleen Cairns, University of Calgary (E)

An experiential curriculum to teach youth what it takes to be a successful employee. Includes relevant life/work skills for all youth. Valuable for youth preparing for co-op work experience, school-to-work transitions or training/re-training programs.

The BreakAway Company

Dr. Donald Campbell, Queen's University (E)

A career readiness course to teach youth at-risk strategies of self-control and problem solving in social, school and work settings and to explore knowledge about their abilities and career options.

The BreakAway Company Comics

Dr. Donald Campbell, Queen's University (E)

Three comics for the reluctant reader as part of a career readiness course to teach youth at-risk the strategies of self-control and problem solving in social, school and work settings and to explore knowledge about their abilities and career options.

Labour Market Integration According to Career Personality Types

Dr. Danielle Riverin-Simard, Université Laval (F)

A program of employment preparation based on the assumption that the nature of job adjustment varies according to vocational personality type.

Personality Types and Adaptation to Job Stress

Dr. Danielle Riverin-Simard, Université Laval (F)

Videotapes demonstrating effective and ineffective reactions and adaptations of vocational personality types during the job interview.

Career Awareness for Career Drifters

Prof. Mildred Cahill, Memorial University (E)

This program assists youth who drift between jobs and/or courses to connect successfully with educational/training programs or the labour force. It can be delivered by distance education methods.

Skills Plus: An Employability Program

Dr. Dave Redekopp, Concordia College (E)

A program to help improve the employability of social assistance recipients and incarcerated youth by building self-esteem and self-efficacy.

Developing the Personal and Vocational Identity of Youth at Risk

Dr. Jean-Guy Ouellette, Université de Moncton (F)

Interventions intended for seriously at-risk youth to develop a positive work/self identity fundamental to successful labour market integration.

Dial-Link: Peer Career Counselling Outreach Via Teleconferencing

Dr. Tim Seifert, Memorial University (E)

A peer counselling training program to meet the career concerns of both Native and non-Native youth in remote communities. The material has been developed for distance delivery, but can be used with face-to-face methods.

Youth Life Career Planning

Dr. Laurie Carty and Dr. Janet Rosenbaum, University of Windsor (E)

An integrated peer group counselling and training program emphasizing life skills and career preparation run at the community level.

Breaking the Mould of Occupational Segregation

Professor Mary Balanchuk, Queen's University (E)

A curriculum designed to inform and influence the career aspirations and preparation of female high school students; and to help both male and female students develop the life skills necessary to resolve conflicts of balancing career/life roles.

Work Simulations for Students

Lee Wallace, Carleton Board of Education (E)

Work-sample prototypes to be used by teachers or counsellors to "try-out" occupational fields with students and to develop a model to expand work exploration possibilities for these youth.

Towards the Occupational Integration of Women:

A Distance Career Education Program

Professor Mildred Cahill, Memorial University (E)

A distance career education program to develop competencies in self-exploration and life/career planning among girls in rural high schools.

Social Life Game: Training Developmentally Disabled Youth in Vocational and Social Skills

Dr. Donald Meichenbaum, University of Waterloo (E)

A board game to teach problem-solving, social, vocational, and career development skills in a classroom setting; includes a preparatory teacher training program.

Action Map

Dr. Brian Woodward and Dr. Kathleen Cairns, University of Calgary (E)

A computer program designed to help counsellors and clients examine the sequence of events occurring in problem situations, and the thoughts, feelings and behaviours associated with these events.

Career Education for Developmentally

Disadvantaged Youth

Dr. Pierrette Dupont and Dr. Denis Marceau, Université de Sherbrooke (F)

A career exploration guide for use by teachers and counsellors to help developmentally disadvantaged youth acquire increased knowledge of their own interests and abilities, and the world of work. A means of facilitating the transition from school to work.

Why Not Me? Career Development for Youth with Learning Disabilities

Dr. Nancy Hutchinson, Queen's University (E)

A short book containing case studies and practical methods for assisting youth with learning disabilities in their career development planning.

CRNet: Career Resources Network

Colin Morrison, York Region Education/Industry Foundation (E)

A prototype for a computerized database of career planning resources and professional development opportunities for counsellors, as well as an electronic communications network for counsellors to share counselling practice information.

Ready For Change



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